

PART I

*Rob Cozen talks about Drug Aid's work
in the street and in the school.*

PART 2

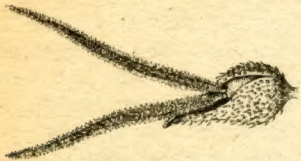
Lawyer Joe Silver briefs us on drugs and the law.

The Beginner's Survival kit

PART I

What it is

Drug Aid started in April 1970 as a pilot project of the federal government (Health and Welfare). We were given \$120,000 over a three-year period for research and determining the need of such a project as a provincial service. At that time, there was no expertise at all on the part of the doctors, hospitals, police or judges in dealing with drug cases. They needed street workers to handle it, so they called on them.

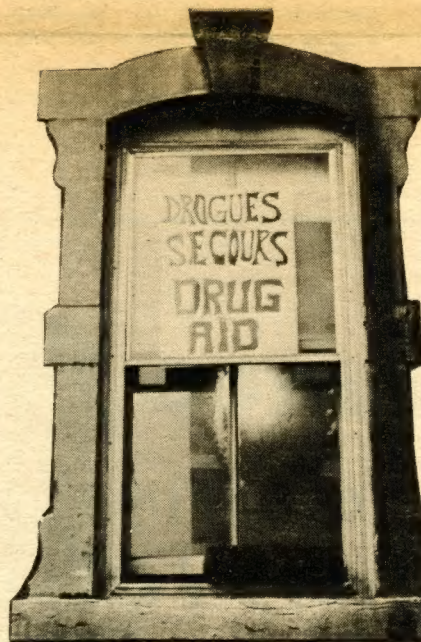


But now there are a lot of good people coming out of medical school, the police are learning, the hospitals are gaining expertise, so I don't think they're going to be needing the non-professionals as much as they did before. Because of that, we're going to be threatened over the next year. We're expected to become a provincial service in alignment with Bill 65, but as such the whole nature of the program will change. We'd rather close than become another provincial service.

What it does

The Crisis

We provide a twenty-four hour bilingual phone service. If a person has a bad trip he can either phone or come down. People are also referred to us by hospitals, police, private doctors or friends. The police have been developing



a good understanding over the past year. They're really trying to help. If the hospitals don't know what to do, they'll refer cases to us. In this sense our responsibility is re-education. We've been working on problems such as over-prescribing, easy access to syringes and pharmaceuticals, open prescriptions. One one level we could lick the drug problem in Montreal if we had complete cooperation from the professionals as well as the street. But I don't see that happening.

The way we work with someone is by first diagnosing the problem. This means talking to him, trying to make him comfortable, trying to gain his confidence. Hopefully, initiating a conversation with him will get his mind off his bad trip. What we try to do is determine why he had a bad trip and stay as far

Continued on page 4

Trusteeship Statement



Article V, Section 3 of the By-Laws of Sir George Williams University reads as follows:

"The Board shall have full control of any organization within, or in connection with, the University. The Officers of the Board shall be members ex-officio of such organization, the Rules and Regulations of such organization shall be subject to the approval of the Board, which shall have power to over-rule any action of such organization which is deemed to be detrimental to the work and purposes of the University."

In virtue of these powers, and with a view to protecting the interests of the day student body, the Executive Committee of the Board of Governors, passed today, Friday, October 1, 1971, the following resolution:

Establishment of a Trusteeship for the Students' Association

In view of the inability of the governing body of the Students' Association to function within the present constitution of the Students' Association, that constitution is suspended. In its place the Board of Governors establishes a Board of Trustees according to the mandate and procedures set out below.

Until the members of the Board of Trustees have been appointed and have taken up their duties, Mr. Victor Lazarovici, Ombudsman of the Students' Association, will act as administrator of the Students' Association.

Authority of the Board of Trustees

The Trustees shall be responsible to the Board of Governors through the Principal.

Functions of the Board of Trustees

1. The Trustees shall assume interim responsibility for all fiscal and non-fiscal matters which normally fall within the jurisdiction of the Student Legislative Council or the Executive of the Students' Association. They shall ensure

that the Faculty associations, and the student clubs and activities that are at present under the jurisdiction of the Students' Association are able to continue in operation.

2. As soon as possible the Trustees shall hold a referendum to determine whether the day students desire the maintenance of a Students' Association with an appropriate constitution. They will decide the terms of and the procedures for conducting such a referendum.

3. If a majority vote favours the maintenance of a Students' Association, they shall ascertain the needs of the day students in this regard, receiving any submissions that the day students or their organizations wish to present, and make appropriate recommendations to the day students by February 1, 1972. Their recommendations shall include a constitution for the Students' Association. They shall ensure that a referendum on these recommendations is held by February 15, 1972. They will decide the terms of and the procedures for conducting such a referendum.

4. If these recommendations of the Board of Trustees are approved by a majority of the day students, the Board of Trustees shall seek the ratification of their recommendations by the Board of Governors and, if they obtain such ratification, they shall organize the necessary election of officers. If these recommendations fail to obtain the necessary approvals, they shall relinquish their mandate to the Principal.

5. If a majority vote does not favour the maintenance of a Students' Association, the Trustees shall wind up the affairs of the Students' Association and make appropriate arrangements for the continuation of the operations of the Faculty associations and the student clubs and activities now under the jurisdiction of the Students' Association in such a way as to best serve the interests of the day students.

6. In the exercise of these duties, the Trustees may call on whatever professional or expert advice and assistance they deem necessary.

Membership of the Board of Trustees

1. The Trustees shall be appointed by the Principal.

2. The Board of Trustees shall be composed as follows: Three day students; one attorney; one chartered accountant.

3. If for any reason any member of the Board of Trustees is unable to continue to carry out his duties, his replacement shall be named by the Principal in such a way as to maintain the above composition of the Board.

4. The Trustees shall elect their own Chairman.

Term of Office of the Board of Trustees

1. If a majority vote of day students favours the continuation of the Students' Association, the mandate of the Board of Trustees shall continue until such time as a slate of officers of the Students' Association has been elected according to the constitution, and has been installed in office, or as set out in paragraph 4 of the Functions of the Board of Trustees.

2. If a majority vote of the day students does not favour the continuation of the Students' Association, the mandate of the Board of Trustees shall terminate as soon as the affairs of the Students' Association have been wound up, and appropriate arrangements have been made for the maintenance of the Faculty associations and the student clubs and other activities that now fall within the jurisdiction of the Students' Association.

On October 5 the Principal named the following Board of Trustees: students Bela Kelemen (Science 4), David Magee (Engineering 5) and Rhona Rosenberg (Arts 4); C.A. John Porter, Sir George assistant treasurer; and lawyer Jack Shayne.



A View from the Ivory Tower

So many years of masochism are required to scale the arbitrary hurdles of academia that a more or less refined masochism becomes the characteristic life-style of all too many knowledge grubbers. Not the least deleterious form of their masochism is the sophistry of some philosophers and others who deprecate our quintessential role: the guardianship of civilization's soul.

For instance, in print the other day, my cinematetique colleague deprecated TENURE as a nasty beast, carrying on its back incompetent and lazy academic fleas. The parasites this BEAST sequesters are thought to harbour diseases fatal to the body academic. But look again at TENURE. He is weak, splay-legged, pathetically parading artificial plumage, hardly a bulwark against social darwinism; more a psychological prop which occasionally stays the emaciated corpse of some professor from rolling down the gentle slopes of aca-

demic depression into the slough of DESPOND.

As the peoplague sweeps over the globe and the crass corpulence of consumptive consumerism engulfs AMERICANEUROPA, monasteries, universities and great families, the social institutions which occasionally have preserved and

letters

cultivated knowledge and art through periods of drought and pestilence have been debased and emasculated by running dogs waving the red flag of opportunistic egalitarianism. "When NOBODY is EVERYBODY, SOMEONES dare not proclaim themselves." Dare not in fact admit to being "chosen people" for the burden is too great to bear.

It is not excess of privilege or protection which debilitates faculty and mitigates carrying out the responsibility we have undertaken, responsibility not towards institutions or professions but the responsibility for the immortal extension of knowledge; rather it is lack of protection and lack of esteem which sabotages so much of what we try to do.

A very large proportion of each professor's time is spent attempting to acquire and retain the minimal resources: space, documents, equipment and good students, without which academic work is impossible. Faculty are allowing themselves to be treated as mere "teachers" (in this society a euphemism for custodial attendants of the unruly young) or, what is worse, as mere civil servants (disguised unemployed). Successive years bring smaller and smaller pies to the table. Children fight among themselves for morsels of each other's food. For them the task of seeking to provide the table with a larger pie is utterly beyond their ken. Beyond ours?

In economics, FAITH IS ALL. Science was well funded in the fifties because a myth and a dream propagated in the forties took root and grew to form the unquestioned basis for policy. That myth is exploded. At this juncture, however unacademic such activity may seem, it is necessary to propagate a new myth to ensure that adequate resources will be devoted to the preservation, cultivation and growth of knowledge.

Historically, universities have always been sustained more by their myths than by

their real work which intrinsically must remain inaccessible to a large portion of society. Academic pomp and circumstance, robes and gowns, ceremonies and monuments, are not frills nor luxuries, they are the very basis of the institution's sustenance.

Of course privileges and honours can be and are abused (both in bestowal and exercise) but this is a small matter compared with their importance in creating a sense of vicarious participation in something important for other members of society who only hew wood and draw water. The Pharisees, who dressed ostentatiously to, as it were, prate aloud "We are not as other men are!" showed a keen appreciation of human psychology.

It is arguable that our work of cultivating knowledge and particularly our work of disseminating it in the community should earn our keep, and in the case of Sir George it does. But what meagre keep. There is a human propensity to go into debt to buy bright trinkets at the expense of being unable to buy bread and cheese. Of course we are really bakers and dairymen, but perhaps we need to appear as betinselled pastrycooks. Both of these statements have a ring of UNtruth. But possibility (beckoning alternatives which make freedom a positive reality rather than a mere absence of duress) depends entirely upon VISION and IMAGINATION.

Gary Boyd
Educational Technology

LEST ANY OF WHAT follows should convince Mr. Brown otherwise we would like, at the outset, to assure him, and here we presume to speak for the entire English Department, that we are indeed grateful for his provocative comments on the study of literature. We can only regret that "the school of textual analysis" which, according to Mr. Brown's somewhat subjective understanding, "holds that an author never means what he says" does not allow for the substantial - dare one say - objective discussion of "truths" which he has since enjoyed as a graduate student in religion. However, a definition much closer to the truth about textual analysis should involve a notion rather different from Mr. Brown's, namely that there may be more to a superior piece of literature than immediately meets the eye of the average reader - that T.S. Eliot, for example, has incorporated linguistic, philosophic and other subtleties into, say, *The Wasteland* which Mr. Brown, for example, may not, on an initial reading, fathom.

The central issue here, of course, is what constitutes validity in interpretation. In this area the objections which Mr. Brown raises deserve scrutiny and honest answers - not just because he is probably articulating the reaction of a large number of students. When I.A. Richards began his by now familiar experiment in new criticism with Cambridge honours English students he found that while these students commanded historical, biographical and other factual background, they did not possess the ability to read even the "plain sense" of a poem with any degree of accuracy or understanding. When asked to analyse a poem in isolation, his students fell back on a "free association" process which Richards found altogether too "free" and it then became his purpose to describe and categorize the various ways in which misleading associations were made and could be corrected. The matter of Mr. Brown's high grades when he played the impressionistic, Rorschach test game, which he takes to be the key to student success in English at Sir George, and the failure at Sir George of what might be called loosely his contextual attempt (he seems to use the text to explain the times rather than the reverse) to grapple with areas of *David Copperfield* in relation to certain psychological beliefs then prevalent, is unfortunately beyond argument without the presence of the material evidence. We intend to focus attention only on the more general aspects and some of the underlying (with apologies) assumptions of Mr. Brown's attack. Theoretically, anyway, Mr. Brown's approach to *David Copperfield* does point to one solution to the interpretation problem. It is not a matter of milking a text or segments thereof for all possible meanings but rather of deciding in the light of certain contexts - the author's biography, the entirety of the particular text, the entire canon of that particular writer, his sources so far as they are known, a philological dictionary, the various beliefs (theological, sociological and so on, of the times plus *common sense* - which interpretations are most likely to be accurate. The element of subjectivity can never be totally expunged (nor should it be) but one can attempt to distinguish between an author's probable meaning - the intentionalist fallacy notwithstanding - and the lesser objectivity of the various "significances" (to use a recent critical distinction) which a work gathers through time in relation to successive historical events, perspectives, Freudianism and other scientific or fashionable intellectual frameworks.

The Study of Literature: Association, Free or Controlled?



Gerald Auchinachie
and David Ketterer

Let's consider the book of twenty-four chapters which Mr. Brown uses as an example of the Rorschach test, serendipity approach to literature (although within limits, incidentally, it should be realized that the Rorschach test does have its function both in psychology and literature). Without mentioning the context or even the name of the work concerned Mr. Brown ridicules - perhaps with justice - the professor who interpreted the

twenty-four chapters of a text as numerologically significant from a Hindu point of view. But the professor may be justified if he indicated that other provable factors (the author studied Hinduism, etc.) correspond with the possibility of a numerological intent on the part of the author. At the same time, there should be reasons to reject the more immediate association of the twenty-four hours of the day. Obviously, to apply numerological

symbolism wholesale and automatically to every work represents a critical failure in the reader. Despite Mr. Brown's mathematical fantasy no "ultimate formula" for all literature is available. Royal roads to literature such as dictionaries of symbols or the Kabalah tend to be rather blunt tools when mechanistically applied regardless of a symbol's syntactic and other contexts. As for "levels" of interpretation, the fault lies perhaps in the buried metaphor itself which suggests the mining of successive geological strata rather than apprehending a simultaneity of available meanings.

Nor is it just a matter of determining the relative merits of differing interpretations. It is also important to be able to decide on the necessity of *any* interpretation in particular instances. Certainly, much of the time the text's surface or "idiot level", as it was called, will suffice. The interpretive critic must learn to recognize and to involve himself with those aspects of a text which in some sense "solicit" interpretation. For the most part, such areas reveal themselves through time in the conflicting reactions of successive generations of readers. Alternatively, such problematic details may suggest themselves to an individual critic who approaches a work with the essential assumption (perhaps ultimately discovered to be invalid) that what he is reading does constitute a unified whole.

The phrase "he sat down" might be used to illustrate the two principles mentioned thus far. "He sat down" can indeed mean precisely and only that. In other contexts, while continuing to mean "he sat down" the action may well arouse other connections. A contrast between lying down and standing up ("the beds i'th' East are soft") recurs both verbally and scenically in Shakespeare's *Antony and Cleopatra*. In such a play even the act of sitting may have a more than usual meaning. For example, an audience watching Act III, Scene XI sees the defeated Antony *sit down*. Cleopatra, standing beside Antony, offers to sit beside him at which he cries, "No, no, no, no, no." Either Shakespeare was at a peculiar loss to fill up a line or Antony merely has bad manners or his protesting so much about *sitting down* suggests the act has a point beyond the merely literal. Realizing this one might then notice the earlier reluctance of both Caesar and Antony to be first to sit in the other's presence. Having observed the act of sitting twice charged with unusual weight one might then conceive of its relation to lying down and standing up and to such phrases as "stands up for the main soldier", "tumble on the bed of Ptolemy", "she did lie in her pavilion", "lay his sword to bed", "young boys and girls are level now with men." There is a possibility at least that some genuine pattern may emerge.

That professors of English do nothing but reveal their own neuroses while pretending objectively to explicate a work and that they should therefore at the outset confess their hopeless subjectivity is a doubtful generalization. As Oscar Wilde remarked, "It is only an auctioneer who can equally and impartially admire all schools of art." Our own affinities draw us to some works more than others but such affinities are not necessarily a barrier to understanding the qualities in a work of art but quite the opposite. Witness Baudelaire's criticism of Poe. Rather than being polarities, as Mr. Brown seems to assume, self-revelation and literary revelation become *in this context* the same thing.

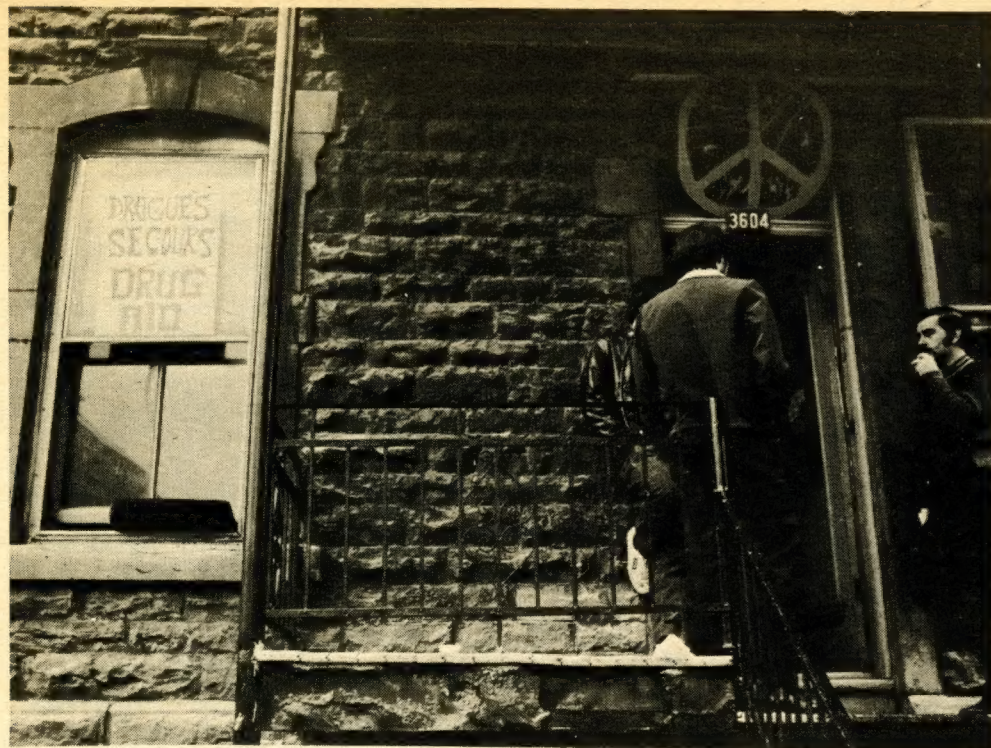
Survival kit

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away from the reason as possible. If a guy has just lost his girl, the last thing to talk about is his girl. Find out what his interests are: if he likes sports talk about the Expos or the Alouettes. The point is to direct his mind to those things that are most positive.

Ideally, the person is going to leave Drug Aid still tripping, only he'll be in control of his trip. A person who has a bad trip is like a person on horseback

Our out-patient department consists of referrals, and here we get very involved with the person on a therapeutic level. If we've been working with a person a long time and it hasn't been working out only because his environment is bad (he really has the motivation and the ability to kick but he's living in a shooting gallery) we'll provide an alternate environment for him in the form of the Foyer.



who has lost the reins. The horse is at full gallop and he has no control of the horse. If a person like that goes into a hospital, the hospital grabs the reins, stops the horse and takes the rider off the horse, puts him down and knocks him out. What we do is to slow down the horse, give him back the reins and let him ride into the sunset.

After the Fact

After emergencies, we have follow-up counselling. If a person comes in as an emergency and we feel he should be seen more than just at the time of an emergency, we'll ask him to come back once, twice, three times. Hopefully by discussing the problems he can work things out.

Getting Back

The Foyer is a residential treatment center, for certain of our out-patients whom we feel it will benefit, providing a hiatus between addiction and whatever. The things we saw that were bad about Daytop or Synanon were that they imparted a set of middle class standards, that if given to a ghetto person are useless when he returns. We give him the opportunity for 3 to 5 months to be in a healthy environment, where there are other people with similar problems. Hopefully he can work them out in a natural way. There are a lot of restrictions at first, only to give the ability to deal with restrictions. Verbal and physical self-control is important. When

he goes back on the street is based on a joint decision by him and us that he is ready to make a rational decision about what he wants to do. If he wants to be a junkie, I wouldn't consider that a failure, if he has made the decision objectively.

Drug Aid in the Classroom


A lot of times you can go into a classroom and see a younger version of someone who has come to the clinic. So you can tell this to the class, and you have a basis for conversation. It has to be conversation and not a lecture. This is a prime opportunity to come into contact with kids on a different level than being a teacher. If you take it seriously, it's a fun thing.

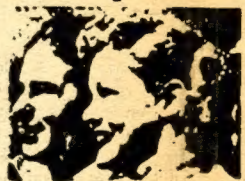
What's the Message?

You can't say "Don't use drugs", because the kids are using them already. You can't say "Grass is bad" because the kids are already using it and know that it isn't. If you do say that, it automatically invalidates anything else you're going to say. If you personally feel that it is bad, say so, but make mention of the fact that it's a personal opinion. The message, and it has nothing to do with drugs, is keep in control. Be strong. Because if you're not strong now, you're not going to get any more of the mechanics, of the basic tools: you can only work with what you've got. So that if at age 15 you're not ready, don't get any further into the drug scene until you reevaluate what you have. Reevaluation is an important word in drug raps, reevaluation of the schools, of yourself, of the home situation.

If a person has a lot of pressures coming at him at once and he's not a strong enough person to cope with them all individually, he might do a hit of junk, which puts him one level lower than all his pressures; or there's LSD, which puts him higher and makes him an observer, seeing what he could possibly do to solve the pressures. This is valid and invalid, subject to the person. It has to be understood that one person can do acid and have a positive experience, another one can freak and lose his mind. Any person who doesn't know how his character

Beware! Young and Old — People in All Walks of Life!



This  may be handed you



by the friendly stranger. It contains the Killer Drug "Marihuana"—a powerful narcotic in which lurks **Murder! Insanity! Death!**



WARNING!

Dope peddlers are shrewd! They may put some of this drug in the  or in the  or in the tobacco cigarette.

WRITE FOR DETAILED INFORMATION, ENCLOSE 12 CENTS IN POSTAGE — MAILING COST

Address: **THE INTER-STATE NARCOTIC ASSOCIATION**
(Incorporated not for profit)

52 W. Jackson Blvd.

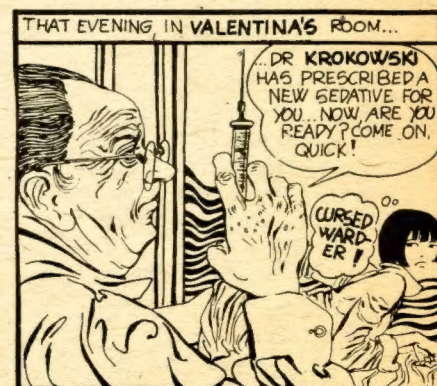
Chicago, Illinois, U. S. A.

has developed, if he's confused at all about himself, shouldn't do LSD, because it will add to the confusion. A person who succeeds as an acid user is a person who knows himself completely and just wants to go a bit higher. That's hard to explain to a kid, because they've all been on acid too, for the colors and things.

Talking Back

I did an interesting experiment at Northmount High School last year. The teacher who had asked us to come thought she was really in with the kids. She was wearing jeans instead of a dress, and pigtails. The kids detested her because she was really heavily plastic. She was sitting off to the side of the room, and every time a kid would want to say something about her or the school, he became very hesitant. So I asked them if it would be much easier if the teacher was out of the room. They said yes, but when I suggested that one of them ask her to leave, they balked. She hadn't planned to stay for the after-lunch session, but now out of spite she decided to. So during lunch some of the kids and I decided to engineer an encounter session directed towards the teacher. Later one of the vocal members of the class started it off by saying he thought she was phony and he didn't like the curriculum. That started a whole conversation, and the teacher got unbelievably pissed off. The next day the teacher came in looking like a teacher.

If you can give the kids expertise in once or twice honestly talking to the



teacher, they can probably learn to do the same thing at home, and eventually there's going to be good communication. Otherwise things build up and build up

n to do
eventually
ication.
build up

Drug Aid: 842-8517
Legal Aid: 873-3212

STAMP IT OUT

Allan Hilton



ORIENTATION '71 MANUAL:

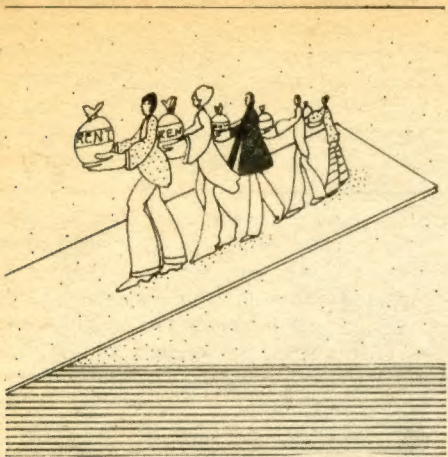
Expected Results

...providing exposure to disciplines and people in these disciplines to where he would normally not be exposed. Secondly, the program aims at providing the freshman with an opportunity to firm up his academic "arsenal" by exposing him to proper techniques...

Roll over quick - I'm coming, I'm coming!

Grass roots power

Some 150 community action groups from throughout Quebec will meet at Sir George and l'Université du Québec (in Montreal) this Friday through Monday at the



mammoth National Community Development Workshop. They will be joined by groups from outside the province and professionals in the field.

A meaty agenda: Quebec's Bill 65 on health and social services, Bill 28 on Montreal school reintegration, citizens groups and political power, food co-ops, health and legal clinics.

More information at the registration desk, Hall Building, 8 p.m. Friday. On Sunday a plenary on Bill 65 will be held in H-110 from 9 - 11 a.m.

Hassles non, Jackie si!

Tired of the everyday grind? Bureaucratic runaround getting you down? See Jackie

for instant relief.

Jackie is Jackie Plamondon (below) who runs the information desk in the Hall Building. The desk serves as a general information centre for activities going on at the University, class cancellations and changes in offices and regulations, new people on campus, etc.

So anyone who finds difficulty in obtaining needed information, or who gets conflicting answers from different sources, should check with Jackie. If she doesn't know about it, she can immediately reach the person who does.



The information desk operates the electronic bulletin board - the TV monitors in both Hall and Norris buildings with daily listings of what's going on. They are also interested in stocking any University publication that might be of interest to visitors.

Any information likely to be of interest to members of the University or to outside callers should be sent to the information desk as soon as it is available (class cancellations via the assistant v-p, academic).

Phone numbers are 879-2852, 2853, 4336.

Opening bids

Sir George will not be holding an open house à la McGill this year.

Instead student associations and faculty from the four Faculties will organize sep-



arate programs of interest to senior high school and CEGEP students. These will be held before the end of the year.

The emphasis will be on stimulating potential students by giving them the feel of SGWU in full operation.

The decision was made this week by an ad hoc committee of students, faculty and administration. The committee was originally considering a Friday-Saturday mid-November full "open house" but then felt that the artificiality of such a situation would not be in the best interests of potential students. A full-scale open house might be in the offing for 1972; for the moment students and faculty in Arts, Science, Commerce and Engineering are at work preparing introductions to their disciplines and to the University.



CARRYING A CLEAN HANDKERCHIEF HELPS TO PREVENT COLDS



COVERING A SNEEZE PREVENTS THE SPREAD OF COLDS

Don't Block the Aisle



DAPHNE BENTLEY CAN'T walk. She hasn't been able to since 1951 when, aged 12, she suffered a polio attack.

But she's learned to live with that. She just wishes that other people would live with it, because the degrading way in which she is treated is getting to be a drag, to put the case lightly.

For starters, cabbies often refuse to take her because they see that threatening wheelchair, theatre operators more often than not refuse her admission, because the wheelchair blocks the aisle, they say.

When Mrs. Bentley goes into stores with friends, the sales clerks address themselves to her friends, even though it's Mrs. Bentley who is buying the item. "I'm often treated as if I haven't a brain," she says, "because I'm in the wheelchair."

Daphne Bentley is a receptionist in the Accounts Office in the Norris Building. She worked her way through night courses at the High School here, went on to her B.A. with a major in Psychology and after six months of trying to find a job, came back to Sir George to work.

The thing that Mrs. Bentley wants most is to live a normal life but much of the time it's been an uphill battle. She avoids the regular paraplegic meetings that come up because she is not interested in paraplegics, she says, just because they happen to be paraplegic.

"One thing that really made me feel awful when I was a student was that I was picked up in a great big ambulance," she said, "and here I was trying to be like everybody else!"

The cabbies at the Drummond Street stand actually have it down to a tidy system: The warning signal comes when Peter Bentley, her husband, who also works in Accounts, approaches the taxi stand; then the drivers catch him at a distance and nod a 'not interested' ex-

pression his way, just far enough away to avoid feeling any shame.

"And they wouldn't have to do a thing. Peter is always with me so I can slide in the car and the driver doesn't have to do anything," she said. "But it takes about five minutes to do so I guess they just don't want to be bothered."

During the summer and fall, the Bentleys enjoy walking to work from their St. Marc Street apartment as a break from the hassles of transportation; but winter is a different matter entirely: "Once I had to wait from 4:30 when I finished work till 8:00 when I finally got a taxi to take me.

"I get so mad sometimes," she continued, "when a taxi passes me and I see him pick up a person farther down the street. He could have taken the bus!" she exclaimed. To Daphne Bentley, those sweaty, fume-ridden, MTC jobs are a luxury.

But her problems aren't restricted to transport. Mrs. Bentley has been kicked out of movie houses. If she's not turned away, she is told that she can only come at ridiculous times. Ridiculous unless one hankers for *Carnal Knowledge* at 12 o'clock Sunday morning.

back track

In Daphne Bentley's terms, *Famous Players* and *Famous Rip-Offs* are interchangeable: "The Kent theatre used to be really good," she began, "because their seats are staggered so I could stay in the wheelchair. I never had any trouble till about a year ago.

"They started yelling and screaming and told me that I would have to stay outside

behind the glass; They told me to get away from the door," which, incidentally she wasn't blocking.

"About a half-hour after the movie began they started making popcorn and because of the noise they had to close the doors, and then they came all very kindly and pushed me down the aisle. This really pissed me off," she said, somewhat exasperated.

"People in the theatre never say anything," she explained, "they stand around and watch for a while and then they disappear. They don't want to get involved."

Mrs. Bentley is careful to say that not all cab drivers and theatre operators are like the ones she describes and she is willing to cite the Alouette theatre as one of the permissives in this area, and a few taxi drivers that are reasonably decent, in fact, great.

Mrs. Bentley has always wanted to write to the papers about the whole range of indignities that she and others like her have to go through day by day, but with a quiet shrug of despair she asks, "What can you do?"

Finding a job in a wheelchair has been a trying experience, not because of the thing itself but because of the suspicious image it offers prospective employers. Mrs. Bentley would like to use her Psychology major to work in the counselling and guidance field but her approaches to hospitals and agencies have so far failed. "You would think that the hospitals would be understanding," she said.

She doesn't fully discount the chance that she may just fail to meet the qualifications but that's making for an awfully generous allowance.

The people who seem to take the wheelchair in their stride are drunks and other wobbly wayward types who weave through her neighbourhood. "They come to talk and they're always bringing me an ice-cream cone or something. We seem to share a kindred spirit," she says.



competition no. 4



Results of Competition No. 2

Competitors were asked to provide anagrams of the twenty-three letters in Sir George Williams Loyola in honor of the impending blessed event.

First prize of the \$10 book voucher to "OY! WILL I GO?" - SMOLA'S LARGE IRE from John StG. McCabe. Runners-up: "ILLEGAL! SOLO I WAS MERRY. I GO." (G. Auchinachie); "I, I GO; AYE SORROW'S LEGAL MILL" (G. Auchinachie after Tennyson); ARIES' WORMY ILLEGAL IGLOOS (Wendy Colpitts); OL' GEORGE'S WILL IS - O MY, A LIAR! (Terry Bovaird).

The anonymous B.O.C. on Ste. Famille submitted the ghetto graffiti OW, GI - SOME GIRLS ARE ALL OILY!!; and others who didn't wish to be identified came in with O! LAY SERAGLIO WILL RIG SOME.; LOYAL AIMS? GORGE WILL RISE!; A GLORY SIMILE! ALLOW ORGIES.

Simply submit an appropriate caption for the photo. As usual, wit wins the premium and dullness is its own reward.

The winner will receive a \$10 voucher good at the SGWU Bookstore, courtesy of manager Margaret MacMurray. The best entry and runners-up will be an-

nounced in our October 21 issue.

Anyone reading this may enter. The deadline is Monday, October 18; entries can be mailed to *Issues & Events*, SGWU, 1435 Drummond Street, Montreal 107 or dropped off in the basement editorial office at 2145 Mackay.

ORSON WINGS IN TO KANE EVIL LADY: Orson Welles is best known these days as the voice of Eastern Airlines' "Wings of Man," but there was a time when he directed and starred in some great movies such as "Citizen Kane" (as William Ran-

dolph Hearst), "The Lady from Shanghai" (with ex-wife Rita Hayworth) and "Touch of Evil" (as corrupt small-town sheriff). All in festival at the Conservatory of Cinematographic Art through October 21.



SGWU THIS WEEK

Photos and notices of coming events should be in by Wednesday noon for Thursday publication (basement, 2145 Mackay) or call Maryse Perraud, 879-2823

friday 8

COMMERCE FACULTY COUNCIL: Meeting at 2 p.m. in H-620.
NATIONAL COMMUNITY DEVELOPMENT WORKSHOP: Registration and reception from 8 p.m.
FOOTBALL: RMC vs Sir George at Verdun Stadium, 8 p.m.
WEISSMAN GALLERY & GALLERY II: Exhibition by Mark Prent, until Oct. 14.
GALLERY I: Exhibition of prints by British artist Richard Hamilton, on loan from The National Gallery of Canada until Oct. 29.
BLACK STUDENTS UNION: Meeting at 2 p.m. in H-820.
WOMEN'S LIB: Meeting at 12 p.m. in N-325.

saturday 9

SOCCER: Bishop's vs Sir George at Loyola, 2 p.m.
NATIONAL COMMUNITY DEVELOPMENT WORKSHOP: Registration 8 a.m., plenary session 9 - 11 a.m. in H-110.
CHINESE GEORGIAN SOCIETY: Picnic party; tickets available from H-335-7.

sunday 10

CONSERVATORY OF CINEMATOGRAPHIC ART: "Death of a Salesman" (Lazlo Benedek, 1951) with Frederic March and Mildred Dunnock at 3 p.m. in H-110; 50¢ for students, 75¢ non-students.
NATIONAL COMMUNITY DEVELOPMENT WORKSHOP: Plenary on: Bill 65 from 9 - 11 a.m. in H-110.

monday 11

No day classes but evening classes as usual; libraries closed.
NATIONAL COMMUNITY DEVELOPMENT WORKSHOP: Plenary session in H-110, 9 - 11 a.m.

tuesday 12

GEORGIAN CHRISTIAN FELLOWSHIP: "Praise Festival" with The Power And Light Company performing at 2:45 p.m. on the mezzanine of the Hall Building.
GEOGRAPHY SOCIETY: Guest speaker Victor Goldbloom, Minister of the Environment, speaks on "Environmental Control in Quebec" at 3:30 p.m. in H-110.
FRENCH 201 - SECTION TV: French lesson at home on channel 9 at 7:30 and 10:30 a.m., 10:30 p.m.

wednesday 13

SIR GEORGE STUDENT UNION: Poetry readings, short stories, and one act plays with Glen Siebrasse, Arnold Rapps, Joan Thornton and Michael Harris at the Karma Coffee House 1476 Crescent St. at 7:30 p.m.; free.

thursday 14

BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769.
CONSERVATORY OF CINEMATOGRAPHIC ART: "Citizen Kane" (Orson Welles, 1940) with Orson Welles, Joseph Cotten, Agnes Morehead and Everett Sloane at 7 p.m.; "The Lady from Shanghai" (Orson Welles, 1948) with Orson Welles, Rita Hayworth and Everett Sloane at 9 p.m. in H-110; 50¢ for students, 75¢ non-students.
FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7:30 and 10:30 a.m., 10:30 p.m.

notices

CITIZENS COMMISSION OF INQUIRY INTO THE WAR MEASURES ACT: Meetings in Montreal October 12-14. Group submissions are invited; further information at 861-3958.

ACCOUNTS OFFICE: Closed Saturdays effective immediately; hours Monday through Friday 9 a.m. - 9 p.m.

FOREIGN STUDENTS: Student visas will be renewed at the Canada Immigration Center, Alexis Nihon Plaza. Please make sure that you have the following documents when applying:
1. Passport or other travel papers
2. Student Entry Certificate
3. Proof of registration for the 71-72 academic year
4. Proof of adequate living funds or proof of authority to have funds transferred to Canada.

Library Closed

The libraries at Sir George Williams University will close at 6 p.m. on Friday October 8. They will remain closed on Saturday, Sunday and Monday, and reopen at 8:30 a.m. on Tuesday, October 12.

This closure over the Thanksgiving weekend has been decided upon to give some relief to those members of the Library staff who kept all the services in operation during the three work stoppages held this week by members of the National Union of Sir George Williams University Employees. NUSGWUE represents non-professional library employees.

ISSUES & EVENTS

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